



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2014**

German

**Assessment Unit AS 2
(Sections B and C)**

assessing

Reading and Extended Writing

[AJ122]

MONDAY 9 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Section B: Reading

- | | | |
|---|--------------------------------------|-----|
| 1 | (a) reiste | [1] |
| | (b) deshalb | [1] |
| | (c) sofort | [1] |
| | (d) gemeinsam | [1] |
| | (e) ich bin mir jetzt absolut sicher | [1] |

Marks for AO2 [5]

- | | | |
|---|--|-----|
| 2 | (a) sie verbrachte zwei Wochen in Indien | [1] |
| | (b) sie wollte im Krankenhaus arbeiten
und verschiedene Bereiche der Medizin kennen lernen
und sie wollte an Ausflügen teilnehmen | [3] |
| | (c) sie fragte sich, ob ihre Englischkenntnisse gut genug waren
wegen der hohen Temperaturen in Indien,
wie sie mit dem Essen zurecht kommen würde | [3] |
| | (d) sie verstand sich sofort sehr gut mit ihrer Gruppe | [1] |
| | (e) Two of the following:
der tägliche Besuch des Arztes bei den Patienten und
der Arzt erklärte ihnen die Krankheitsgeschichte und die Behandlung der
Patienten
dass sie bei Operationen anwesend sein durfte | [2] |
| | (f) sie waren schockiert / sehr traurig
und auch froh, dass die medizinische Versorgung in Europa besser ist | [2] |
| | (g) am besten war der Wochenendausflug aufs Land
sie konnte auf einem Elefanten reiten | [2] |
| | (h) sie will Ärztin werden | [1] |

Marks for AO2 [15]

Marks for AO3 [10]

Total Marks for 1 and 2 [25]

**AVAILABLE
MARKS**

25

Examiners should review responses to the questions and allocate marks for AO2. An overall mark for AO3 should be given based on the performance descriptors grid.

Bands	AO3 Performance Descriptors	Marks
5	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	9–10
4	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	7–8
3	Candidate displays a fair command of the target language. Control of grammar, structures and accuracy may be inconsistent.	5–6
2	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	3–4
1	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	0–2

Targeted Assessment Objective AO2 [20]
Targeted Assessment Objective AO3 [10]
Total marks for (a) and (b) [30]

3 Translation

Notes to examiners

1. This mark scheme should be read in conjunction with the Instructions to Assistant Examiners, in particular the references to annotation of candidates' work.
2. To facilitate marking, the text can be divided into **six** sections. Mark off these sections within the script before starting to mark. The total number of marks available for the question **[20]** has been tripled to a working total of **[60]**. The translation should be assessed by applying the description of performance grid, set out on the page following the translation, in each of the **six** sections. Examiners are asked to place each section in a band and award a mark. To facilitate totalling, that mark should be recorded as a sub-total in the right-hand margin, level with the section slash. Insert the total at the end of the translation. Divide by three to give a mark out of twenty; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script. $\frac{1}{3}$ should be rounded down and $\frac{2}{3}$ should be rounded up.
3. (While the suggested narrative tense is the Past Historic, the Perfect Tense is equally acceptable, if used consistently.) Repeated or consequential errors should be ringed.
4. Ticks over relevant section(s) must indicate positive marks to be awarded. Errors should be underlined, infelicities indicated by a wavy line. Ticks should indicate where marks are being awarded. If alternatives are offered, only the first should be credited.
5. Credit should be given for other valid responses not set out in Suggested Translation".

Section		Suggested translation	Credit	Do Not Credit
1	In vielen Ländern der Welt ist es Pflicht, dass Jugendliche eine Schuluniform tragen. In Deutschland jedoch diskutieren die Menschen seit Jahren,	In many countries of the world it is compulsory that young people wear a school uniform. In Germany, however, people have been discussing for years	obligatory for young people to wear	
2	ob man sie auch an deutschen Schulen einführen soll, und noch immer gibt es keinen Konsens. Ein Vorteil einer Schuluniform ist,	whether it should also be introduced in German schools, and there is still no agreement. One advantage of a school uniform is	they should also introduce it no consensus	
3	dass sie die gemeinsame Identität der Schüler stärkt. Außerdem würde es weniger Neid geben. Sie hilft auch den Kindern,	that it strengthens the pupils' common identity. What is more, there would be less envy. It also helps those children		
4	die aus finanziell benachteiligten Familien kommen und die sich keine teure Markenkleidung leisten können. So könnte man Mobbing auch bekämpfen.	who come from financially disadvantaged families and who cannot afford expensive designer clothes. In that way, one could combat bullying as well.		
5	Viele Schüler wären bereit, eine Uniform zu tragen, wenn sie modern wäre. Aber Erwachsene haben oft eine andere Meinung als junge Leute,	Many pupils would be prepared to wear a uniform, if it was modern. But adults often have a different opinion from young people,	to	
6	und deshalb befürchten viele Schüler, dass die Schuluniform langweilig aussehen würde und dass kein Platz für Individualisten bleiben würde.	and therefore many pupils fear that a school uniform would look boring and that there would be no place for individualists.	leave no room for... no space individuals/ individualism	

AVAILABLE MARKS

Bands	AO2 Performance Descriptors	Marks
5	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	9–10
4	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar in English are of a high order.	7–8
3	A competent rendering of at least half the section. Some attention to structure and register. There will be instances of errors in spelling, punctuation and grammar in English.	5–6
2	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	3–4
1	Very little attempt to comply with the demands of the task. Often incoherent. Spelling, punctuation and grammar in English interfere with a coherent translation of the text.	1–2

Total Marks for AO2 [20]

Section C: Extended Writing

AS 2 Question 1 Extended Writing: Assessment Objectives AO2 and AO3

Bands	AO2 Performance Descriptors Understanding	Marks AO2	AO3 Performance Descriptors Target Language	Marks AO3
5	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the topic. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. Good degree of personal engagement and analysis.	17–20	Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	25–30
4	Candidate shows a good understanding of the requirements of the question and good knowledge of the topic. The question is addressed appropriately and coherently. There is evidence of personal engagement and analysis.	13–16	Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	19–24
3	Candidate shows some understanding of the requirements of the question and some knowledge of the topic. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail.	9–12	Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	13–18
2	Candidate shows limited understanding of the requirements of the question and limited knowledge of the topic. The response is unstructured and inconsistent. Information given is generally vague.	5–8	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	7–12
1	Candidate shows little or no understanding of the requirements of the questions and little or no knowledge of the topic. Little or no relevant information given.	0–4	Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	0–6

Marks for AO2 [20]

Marks for AO3 [30]

Total marks for Extended Writing [50]